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ABSTRACT

This eighth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the division during fiscal 1973. In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons understand the various Federal programs administered by the division under ESEA Basic and Special Title I (programs for disadvantaged youth; migrant children; orphaned, neglected, and delinquent children in State-operated institutions; and handicapped children in State-operated institutions); under ESEA Title II (grants for library resources and instructional materials); under ESEA Title V (programs for strengthening the Ohio Department of Education); Adult Basic Education programs; Federal programs under Public Laws 81-874 and 81-815; and grants to improve instruction in designated curriculum areas under Title III of the National Defense Education Act. The document also helps readers review the size and scope of theses categorical aid programs; comprehend the past, present, and potential impact of the educational opportunities provided through the various programs; and recognize the progress made during the years the division has been in operation. (Author/BP)

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1974

EDUCATIONAL OPPORTUNITIES

through federal assistance programs

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Division of Federal Assistance

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An Overview

This publication, the eighth annual report of the Division of Federal Assistance of the Ohio Department of Education, summarizes the work of the division during fiscal 1973 (July 1, 1972-June 30, 1973). In addition to presenting statistical, fiscal, and graphic data, the report is designed to help educators and other interested persons to:

- Understand the various federal programs administered by the division.
- Review the size and scope of these categorical aid programs.
- Comprehend the past, present, and potential impact of the educational opportunities provided through the various programs.
- Recognize the progress made during the years the division has been in operation.

During fiscal 1973, the Division of Federal Assistance had seven distinct areas of responsibility connected with the Elementary and Secondary Education Act:

- Basic Title I programs designed to meet the needs of selected educationally disadvantaged children.
- Special Title I programs designed to meet the educational needs of children of migratory agricultural workers.
- Special Title I programs designed to meet the educational needs of orphaned, neglected, and delinquent children in state-operated institutions.
- Special Title I programs designed to meet the educational needs of handicapped children in state-operated institutions.
- Title II programs that provide funds for library resources and instructional materials.
- Title V programs for strengthening the Ohio Department of Education.
- Adult Basic Education programs for individuals sixteen years or older who have less than an eighth-grade education or its functional equivalency.

Responsibility for four other federal programs was also delegated to the division. These were:

- Public Law 81-874 programs providing funds for the maintenance and operation of schools in districts where federal activities have placed a financial burden.
- Public Law 81-815 programs providing funds for the construction of school facilities in districts having substantial increases in enrollment as a result of federal activities.
- Public Laws 81-874 and 81-815 programs providing funds to school districts for the purpose of replacing or restoring facilities destroyed or damaged as a result of a major natural disaster.
- National Defense Education Act Title III programs providing funds in selected curriculum areas for materials, equipment, and minor remodeling of laboratories and classrooms.

Martin W. Essex
Superintendent of Public Instruction

Robert Bowers
Assistant Superintendent, Instruction

R. A. Horn Director
Division of Federal Assistance

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Division Services

Major services provided by Division of Federal Assistance personnel to local school districts and to state institutions eligible for the various programs are:

- Assistance in the planning and development of project proposals.
- Review of project proposals received from applicant agencies.
- Assistance with revision of proposals to meet state and federal guidelines related to size, scope, and quality.
- Approval of Title I, Title II, Adult Basic Education, and NDEA Title III project proposals.
- Assistance with project development, implementation, evaluation, fiscal accounting, reporting, and dissemination of information.
- Determination of allocations, disbursement of funds, and preparation of statistical and financial reports to state and federal agencies.

The principal means by which division staff members provide information about the various programs are (1) office conferences, primarily with school superintendents or their appointed representatives; (2) field services, including on-site visits of funded projects and meetings with various groups of educators; and (3) seminars and workshops for specific groups of educators.

Meetings, Seminars, and Workshops

Throughout fiscal 1973 various meetings, seminars, and workshops were sponsored by the Division of Federal Assistance for specific groups, including:

- A two-day orientation seminar for new coordinators of federal programs and new school board clerks.
- A series of one-day meetings for Title I personnel from approximately 160 districts to clarify procedures and answer questions on comparability.

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- Five meetings for Title I administrators from Ohio's eight major city school districts.

- One meeting with selected teachers and directors to discuss revision of the national Migrant Student Record Transfer System forms.
- Two meetings for clerks and directors on the use of the Migrant Student Record Transfer System.
- Three-day workshop for migrant teachers and administrators on oral language development, individualized instruction, and human relations.
- One meeting for migrant recruiters and project directors.
- One seminar for school and health clinic nurses in areas with migrant education programs.

- Three-day seminar for Adult Basic Education teachers and directors on learning laboratory techniques.
- One-day meeting for new ABE program directors.
- Two-day meeting for new ABE teachers.
- Three meetings for ABE personnel on teaching English as a second language.
- Three inservice education sessions for ABE teachers and administrators directed toward better understanding of adult learners.
- Five inservice education sessions for ABE teachers and administrators on curricular considerations, including reading and mathematics.
- Five regional inservice education sessions—with locally planned agendas—for ABE teachers and administrators.

Dissemination of Information

Throughout fiscal 1973 the Division of Federal Assistance distributed information about guidelines, application procedures, and promising educational practices. Methods of dissemination also included distribution of selected publications, films, and filmstrips.

A listing of division publications for fiscal 1973 is as follows:

Program Profiles. A handbook, updated annually, with profiles of federally funded programs administered by the Ohio Department of Education.

Educational Opportunities Through Federal Assistance Programs. The annual report of the Division of Federal Assistance.

The Clipboard. A quarterly newsletter (September, December, March, June) about programs administered by the Division of Federal Assistance.

Title I in Ohio: Seventh Annual Evaluation of Title I ESEA, Fiscal Year 1972. A statistical report.

¡Manden Sus Hijos a la Escuela! Send Your Children to School! A bilingual brochure, printed in the spring and fall, urging parents of migrant children to enroll their children in one of the listed programs.

The Director's Role. A handbook to help directors and other staff members build successful Adult Basic Education programs.

Strategies and Responsibilities in Adult Basic Education Programs. A booklet with articles on recruitment strategies, Appalachia heritage, and teaching techniques.

25,000 Students and Growing. An Adult Basic Education recruitment and public relations packet including a brochure, easel, and poster.

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Basic Programs for Disadvantaged Youth

Title I of the Elementary and Secondary Education Act provides grants to local public school districts for educationally disadvantaged students living in areas having high concentrations of low-income families.

The grant for each school district is based on a formula dependent on the number of children aged 5 through 17 residing in the district who are:

- From low-income families.
- From families receiving aid for dependent children.
- In institutions for neglected or delinquent children and being educated by the district.
- In foster homes in the district.

School District Participation

By the nature of the basic grant formula, nearly all school districts qualify for funds and, except for a few with small allocations, most participate.

Fiscal Year	Districts Participating	Percent of All Districts
1969	608	94%
1970	602	94
1971	594	94
1972	587	94
1973	589	95

Five-Year Summary of Funds Available

During the past five years the funds available to Ohio school districts for basic Title I programs have ranged from $30.5 to $41.9 million. Amounts listed for fiscal 1969 through 1972 are grant awards. The amount for fiscal 1973 includes 1972 carryover funds in addition to 1973 funds.

Fiscal Year	Funds Available
1969	$30,511,297
1970	37,715,936
1971	40,791,479
1972	42,248,122
1973	41,927,959

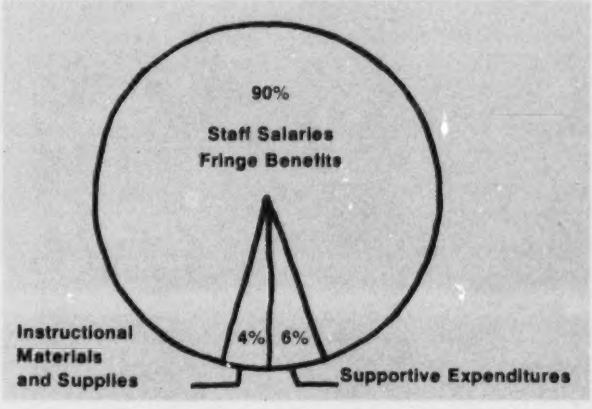
Expenditure Overview for Fiscal 1973

Funds used to operate Title I programs during the 1972-73 school year and the summer that followed came from three sources—fiscal 1973 funds, fiscal 1972 carryover funds, and Part C fiscal 1972 carryover funds.

Regular term expenditures from fiscal 1973 funds	$32,909,103
Regular term expenditures from fiscal 1972 carryover funds	5,039,198
Regular term expenditures from Part C fiscal 1972 carryover funds	506,177
Summer term expenditures from fiscal 1973 funds	3,473,481
Total	$41,927,959

Expenditures by Major Categories

During 1973, ninety percent of the money was used for salaries of program employees and related services. As shown below, another four percent was spent for instructional materials and supplies. Of the six percent used for supportive expenditures, only one half of one percent was used for equipment.



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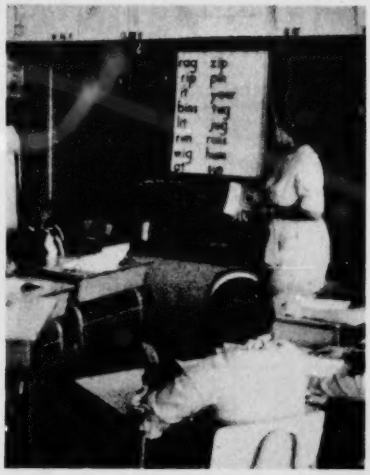
Expenditures by Major Instructional Areas

For the last four years, over seventy percent of all Ohio Title I money was used for instruction in remedial reading and other communication skills. An area of increasing importance is preschool education, where twelve percent was expended in fiscal 1973. Also, as indicated below, expenditures for mathematics and other areas of instruction have gradually decreased from twenty-six percent in 1969 to thirteen percent in 1973.

Fiscal Year	Millions of Dollars	Communication Skills	Preschool Education	Mathematics	Other*
1969	30.5	67%	7%	9%	17%
1970	37.7	72	8	8	12
1971	40.8	71	10	9	10
1972	42.2	73	12	8	7
1973	41.9	75	12	7	6

*Tutorial services, special education, vocational education, unclassified



Regular and Summer Term Expenditures

Of the 589 Ohio school districts conducting Title I projects in fiscal 1973, seventy-nine percent had regular term programming only. Fifteen percent conducted Title I activities during both regular and summer terms. The remaining six percent, mostly districts with small allocations, had summer term programming only.

Since 1969, more Title I money has been used each year for regular term activities. On a percentage basis, fiscal 1970 was an exception to this trend because of an increase in the level of funding when final allocations came in late April, making only summer extension feasible.

Fiscal Year	Millions of Dollars	Regular Term Expenditures	Summer Term Expenditures
1969	30.5	76%	24%
1970	37.7	69	31
1971	40.8	82	18
1972	42.2	86	14
1973	41.9	92	8

Participant Selection and Enrollment Trends

After identifying its "target areas," a district surveys the educational needs of all children living in these areas. A program is then planned to help students most in need of the services to be provided by the project. Arrangements are included for involvement of nonpublic students residing in the qualifying areas and having educational needs similar to those of participating public school students.

The number of participants has decreased nearly twenty-six percent in the last five years. The two most apparent reasons are:

- Criteria for selecting students have been tightened to give services more concentration and greater impact.
- The level of Title I funding has not kept pace with the rate of inflation.

Approximately sixty-three percent of the children participating in basic Title I activities in Ohio during fiscal 1973 were enrolled in grade three or below, an increase of twenty percent since 1969. By contrast, the percentage of students enrolled in grade seven or above dropped from twenty-three percent to nine percent. Based on composite data for regular and summer term programs, a five-year summary of approximate percentages of educationally disadvantaged children served in each of the various grade-placement ranges is reported below.

Fiscal Year	Participants	Grade Placement Ranges				
		PreK-K	1-3	4-6	7-9	10-12
1969	166,576	9%	34%	34%	18%	5%
1970	159,239	9	43	28	16	4
1971	140,261	9	47	27	12	5
1972	132,928	10	51	28	8	3
1973	123,340	10	53	28	7	2

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Participant Expenditure Trends

Information is collected on participant expenditure trends for both regular and summer term Title I activities. Comparison of the data suggests that regular term services were more concentrated each year while those for summer school tend to be less concentrated or less extensive. For the average participant involved in both regular and summer term activities, the amount expended has increased annually.

Fiscal Year	Average Participant Expenditure		
	Regular Term	Summer Term	Both Terms
1969	$232	$130	$362
1970	276	141	417
1971	304	124	428
1972	343	129	472
1973	376	101	477

Title I Limitations

A generally accepted principle of Title I programming is that concentrated services must be provided to individual children if substantial progress is to be made. It follows that to have concentrated services a substantial number of dollars must be used per child. When only limited funds are made available to school districts having many eligible children, not all of them meeting the selection criteria can be served. In fact, *during fiscal 1973, twice as many qualifying children in Ohio were unserved as served!*

Fiscal Year	Children Qualifying	Percent of Qualified Children	
		Served	Not Served
1970	344,171	46%	54%
1971	323,066	43	57
1972	356,552	37	63
1973	371,340	33	67

During fiscal 1973, Title I was funded at a much lower level than authorized by Congress. For this reason, not all qualifying building attendance areas were provided Title I services.

Fiscal Year	Buildings Qualifying	Percent of Qualified Buildings	
		Served	Not Served
1970	2,738	84%	16%
1971	2,721	82	18
1972	2,635	78	22
1973	2,579	77	23

Parent Involvement

Parent involvement at the local level is considered an important means of improving program effectiveness. In fiscal 1973, for the second year, over 6,000 parents served as members of district-wide parent advisory councils. Thousands of other parents were involved in classroom visits and group meetings.

Fiscal Year	Number of Parents Involved		
	Advisory Council Membership	Classroom Visits	Group Meetings
1971	5,021	32,628	32,968
1972	6,343	32,741	36,517
1973	6,168	34,705	29,876

Fiscal Year	Hours of Parent Involvement		
	Advisory Council Membership	Classroom Visits	Group Meetings
1971	19,527	38,877	92,419
1972	17,323	32,533	97,252
1973	23,696	39,826	78,854

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Student Progress

As previously reported, seventy-five percent of all fiscal year 1973 Title I funds were directed toward helping selected children improve their communication skills. This includes listening, visual perception, oral vocabulary development, oral communication, recognition of written words, reading and comprehension, spelling, and written communication.

Only children who have diagnosed needs in communication skills are selected for the over-and-beyond instruction provided through Title I funding. *Children making average and above average progress in the regular classroom setting are not eligible and do not participate.* These are key Title I guidelines and should be kept in mind as information about academic progress is studied.

Statewide, 85,371 students received Title I communication skills instruction during the regular 1972-73 school year. Progress made by these students, as reported by local evaluators, was as follows:

8 of 10 made *some improvement* or better—
6 months' or more gain per
10 months of instruction.*

6 of 10 made *average improvement* or better—
11 months' or more gain.

4 of 10 made *marked improvement*–
15 months' or more gain.

2 of 10 showed *little or no progress*–
5 months' or less gain.

Summer terms are usually six weeks or less in length, compared with thirty-six weeks for most regular term programs. Even in these few weeks, students often show significant academic growth in communication skills. For 1973, progress of 30,196 summer term participants (many of whom were among the regular term participants mentioned above) was reported as follows:

7 of 10 made *some improvement* or better.

5 of 10 made *average improvement* or better.

3 of 10 made *marked improvement*.

3 of 10 showed *little or no progress*.

*Based on standardized test scores and prorated as necessary.

Apparent reasons for the success of Title I during fiscal 1973 include:

- Concentrated efforts by participating school districts to serve selected educationally disadvantaged children living within identified target areas.
- Meaningful involvement of parents in advisory and planning roles.
- Systematic implementation of comprehensive programs designed to meet multiple, interrelated needs of the selected youngsters.
- Emphasis on special teachers and supportive personnel rather than on materials and equipment.
- Emphasis on diagnostic-prescriptive instruction rather than group instruction.

Title I Challenges

The information in the previous section provides concrete evidence that progress is being made in Ohio. Much more must be done, however, before the needs of the state's many educationally disadvantaged children are met.

To insure Title I's future, educators should take several courses of action:

- Seek ways to motivate more youngsters to improve their academic skills.
- Challenge teachers to think positively as they work with youngsters who have fallen academically behind their classmates.
- Encourage parents of educationally disadvantaged children to work with school personnel to plan and carry out programs which will help youngsters to "catch up" or at least hold their own.
- Use available funds judiciously and convince politicians and the public of their wise use.

The nation must recognize the scope of the problem and realize that:

- Title I has helped millions of children in the past eight years.
- Much remains to be done to help millions of educationally disadvantaged children.
- Local districts and states cannot solve the problem alone.
- Federal funds must be provided if the magnitude of the problem is to be lessened.

Special Programs for Migrant Children

Ohio's educational programs for children of migratory agricultural workers are funded through special provisions in Title I of the Elementary and Secondary Education Act. In fiscal 1973, thirty-three school districts implemented migrant education programs. Scheduling varied because some communities had an influx of workers several times during the year while others had workers only at harvest time. Twenty-nine districts conducted fall programs and fourteen operated spring-summer programs.

Ohio's migrant education programs emphasize helping youngsters develop English communication skills. Oral language, in particular, is stressed. Other highlights for fiscal year 1973 included:

- An oral language specialist from Texas employed at the state level to assist classroom teachers.
- One principal and 25 bilingual teachers, most of them from seven-month migrant schools in Texas, employed by local districts.
- Over 60 bilingual aides who assisted teachers either as paid employees or volunteers.
- An indepth approach to inservice education at the state level.
- Valuable health and educational data for local use secured by Ohio's terminal center operators for the national Migrant Student Record Transfer System.
- Continually improving cooperation among school personnel and growers, processors, and community agencies.

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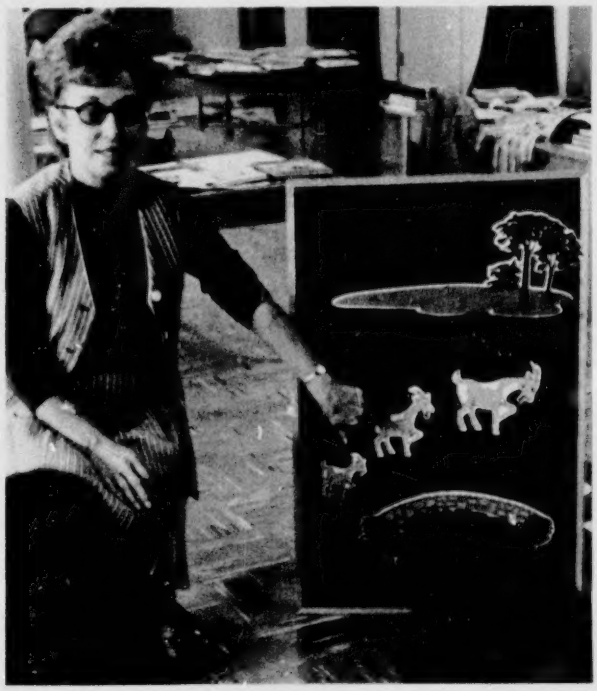
Five-Year Summary of Funds Available

During the past five years the funds available for special educational programs for migrant children have doubled. Amounts listed for fiscal 1969 through 1972 are grant awards. The amount for fiscal 1973 reflects $270,227 in 1972 carryover funds and $1,122,069 in 1973 funds.

Fiscal Year	Funds Available
1969	$ 646,439
1970	986,260
1971	1,060,771
1972	1,217,453
1973	1,392,296



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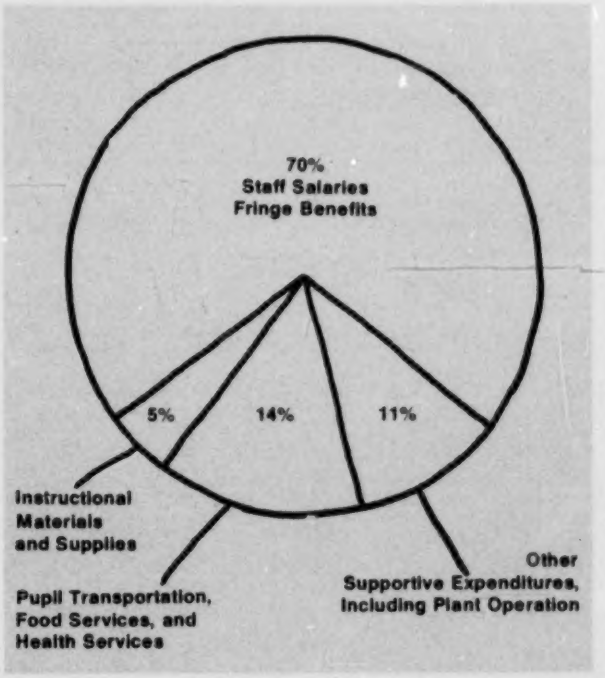
Expenditures by Major Categories

Seventy percent of the $1.4 million expended for Ohio's migrant education in fiscal 1973 was used for staff salaries and fringe benefits. Because of the nature of migrant programming, supportive expenses tend to run higher than in other Title I programs. The three most costly services—transportation during the summer months, food, and health services— accounted for fourteen percent of all expenditures.



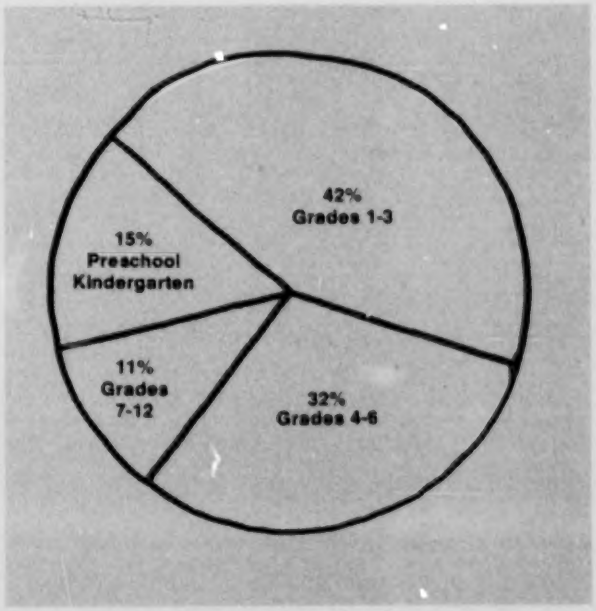
Participants by Grade Placement Categories

In fiscal 1973, fifty-seven percent of the youngsters in migrant education programs were enrolled in grade three or below. Eleven percent were in junior or senior high school classes. The percentages are somewhat misleading in that older students are sometimes enrolled in regular school programs rather than migrant classes, and are not included in the data submitted to the Division of Federal Assistance.

Programs and Participation

During fiscal 1973, the number of Ohio school districts conducting educational programs for children of migratory agricultural workers remained the same as in 1972, but the number of children served decreased slightly. The main reason for lower enrollment was a reduced need for workers because of adverse weather conditions and increased mechanization.

Fiscal Year	Programs	Participants
1969	29	3,644
1970	29	4,673
1971	31	4 900
1972	33	6,328
1973	33	5,555



Special Programs for Orphaned, Neglected, and Delinquent Children in State-Operated Institutions

Through provisions in Title I of the Elementary and Secondary Education Act of 1966, P. L. 89-750, special educational programs for orphaned, neglected, and delinquent children were made possible in state-operated institutions. Eight accredited schools operated by the Ohio Youth Commission and the school at the Ohio Soldiers and Sailors Orphans Home at Xenia are eligible for funds.

During fiscal 1973, the Ohio Youth Commission developed and implemented a year-round program designed to meet pressing educational needs of delinquent youngsters. Emphasis was placed on operating communication skills improvement centers to provide concentrated instruction for students needing special assistance. Other Title I activities included tutorial services, a mathematics improvement program, and educational counseling. A re-entry phase aided approximately 200 students making the transition from OYC institutions back to the Cleveland and Columbus metropolitan areas.

The Ohio Soldiers and Sailors Orphans Home used its 1973 funds for a program designed to meet various educational needs of its orphaned and neglected residents. Activities included remedial reading, tutorial assistance, and speech and hearing therapy. Supportive activities included motor coordination, perceptual training, outdoor education, and psychological services.

Handicap Category	Fiscal Year	Schools	Participants
Delinquent	1969	7	1,365
	1970	7	1,970
	1971	8	2,241
	1972	8	1,179
	1973	8	833
Orphaned, Neglected	1969	1	365
	1970	1	400
	1971	1	400
	1972	1	336
	1973	1	212

Five-Year Summary of Funds Available

During the past five years funds available for special educational programs for orphaned, neglected, and delinquent youngsters in state-operated schools have ranged from a low of $584,347 in 1969 to a high of $981,325 in 1972. Amounts listed below for the first four years are grant awards. The amount for 1973 includes $370,604 in 1972 carryover funds and $501,900 in 1973 funds.

Fiscal Year	Funds Available
1969	$584,347
1970	757,025
1971	896,879
1972	981,325
1973	872,504

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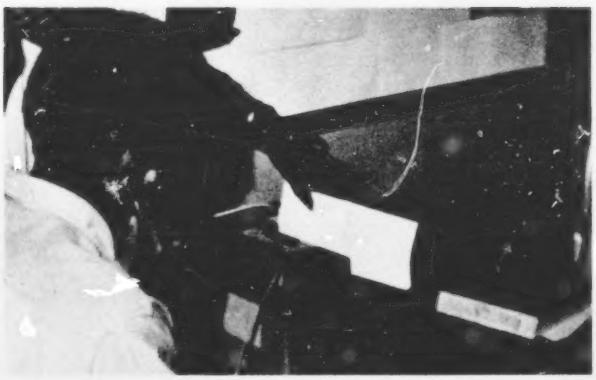
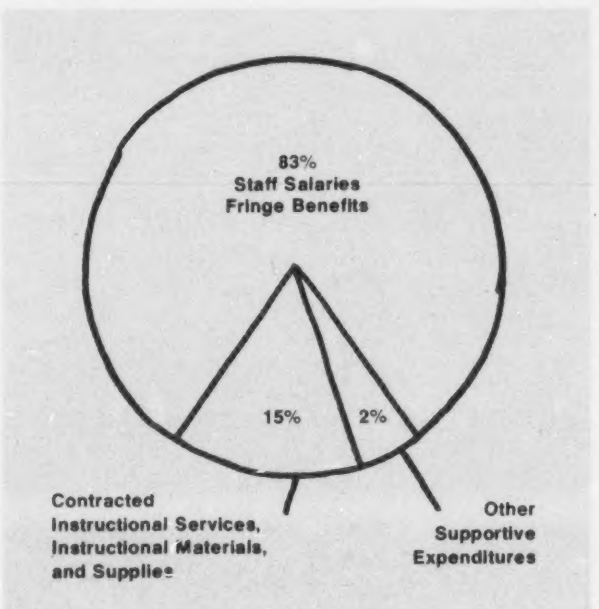


Expenditures by Major Categories

During fiscal 1973, eighty-three percent of the money expended was used for staff salaries, fringe benefits, and related services. Another fifteen percent was used in the instructional area and included funding for the re-entry phase handled through contracts with the Cleveland and Columbus public schools.



Student Progress

Seventy-two percent of all fiscal 1973 funds expended for this special Title I program were directed toward helping students improve their reading and other communication skills.

All 833 Title I participants in schools operated by the Ohio Youth Commission were involved in communication skills activities. Progress made by these students was reported as follows:

7 of 10 made *some improvement* or better—
6 months' or more gain per
10 months of instruction.*

6 of 10 made *average improvement* or better—
11 months' or more gain.

5 of 10 made *marked improvement*—
15 months' or more gain.

3 of 10 showed *little or no progress*—
5 months' or less gain.

A total of 63 students at the Ohio Soldiers and Sailors Orphans Home received communication skills instruction. Progress made by these students was reported thus:

9 of 10 made *some improvement* or better.

6 of 10 made *average improvement* or better.

3 of 10 made *marked improvement*.

1 of 10 showed *little or no progress*.

*Based on standardized test scores and prorated as necessary.

Special Programs for Handicapped Children in State-Operated Institutions

The Elementary and Secondary Education Act of 1965, as amended by Public Law 89-313, provides funds for programs designed to meet identified educational needs of handicapped children in state-operated schools. Two agencies in Ohio—the Department of Mental Health and Mental Retardation and the Department of Education—qualify for funds.

During fiscal 1973, eleven projects were administered by the Ohio Department of Mental Health and Mental Retardation, which operates schools for institutionalized youngsters who are mentally retarded or emotionally disturbed. Participating institutions were Dayton, Hawthornden, and Sagamore Hills psychiatric hospitals; St. Vincent Children's Center; and Apple Creek, Columbus, Gallipolis, and Orient state institutes. The Ohio Department of Education had two projects—one for children in residence at the Ohio School for the Deaf and one for those at the Ohio School for the Blind.

Instructional areas within the projects, which served over 2,000 students, were quite varied. The project for students at the School for the Deaf included speech therapy, work-study training, and counseling. Activities for emotionally disturbed children were primarily directed toward improvement of reading and mathematic skills. Special programs for mentally retarded children included language development experiences, sheltered workshop training, gross motor development, perceptual skills, and social adjustment. One interesting thrust was special help for about 35 mentally retarded children having a hearing loss. Activities funded at the School for the Blind included mobility training, speech and hearing therapy, and improved psychological services.

Handicap Category	Fiscal Year	Schools	Participants
Deaf	1969	1	258
	1970	1	274
	1971	1	291
	1972	1	295
	1973	1	300
Emotionally Disturbed	1969	5	174
	1970	4	198
	1971	4	230
	1972	5	316
	1973	4	262
Mentally Retarded	1969	4	1,489
	1970	4	1,551
	1971	4	1,100
	1972	4	1,219
	1973	4	1,406
Visually Handicapped	1969	1	182
	1970	1	190
	1971	1	171
	1972	1	169
	1973	1	174

Five-Year Summary of Funds Available

During the last five years, the funds available for special educational programs for handicapped children in state-operated schools increased from less than $409,000 to over $654,000. Amounts listed for 1969 through 1972 are grant awards. The amount for 1973 includes $104,108 in 1972 carryover funds and $550,437 in 1973 funds.

Fiscal Year	Funds Available
1969	$408,678
1970	472,187
1971	568,594
1972	638,494
1973	654,545

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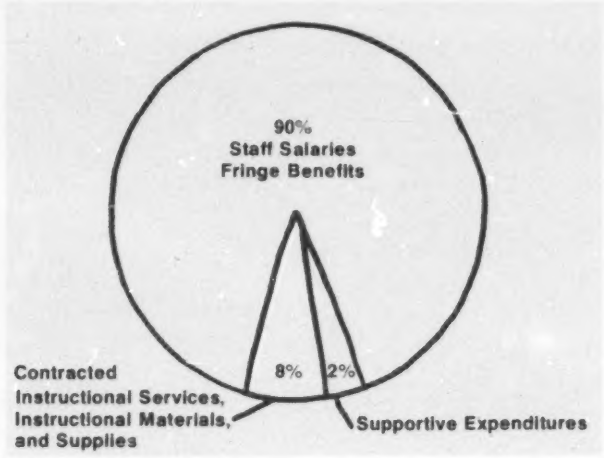
Expenditures by Major Categories

During fiscal 1973, ninety percent of the money expended for this program was used for staff salaries, and fringe benefits, including inservice education.



Student Successes

Selected examples of student success attributed to Title I programming were:

- Fifteen visually handicapped students completed mobility training and are now independent travelers.
- Of 41 emotionally disturbed students receiving remedial reading instruction at one institution, 39 showed at least one year of growth.
- Thirty-five mentally retarded children with hearing losses received sign language training, which in turn helped them to improve their ability to follow directions and to complete tasks such as telling time or using coins.
- Of 42 educable mentally retarded youngsters in a sheltered workshop program at one institution, nine progressed sufficiently to be placed in group homes, to move in with relatives, or to take jobs with Goodwill Industries.

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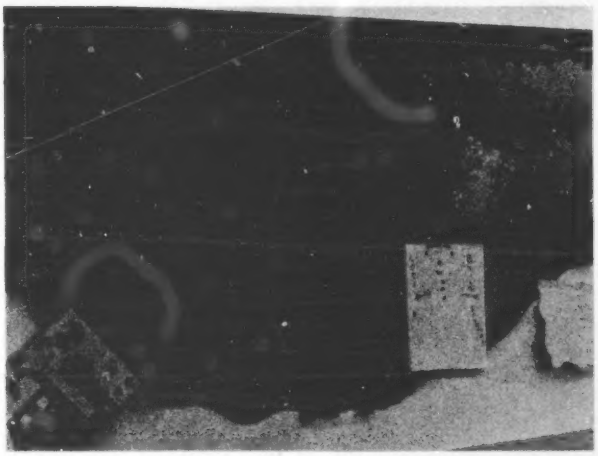


Grants for Library Resources and Instructional Materials

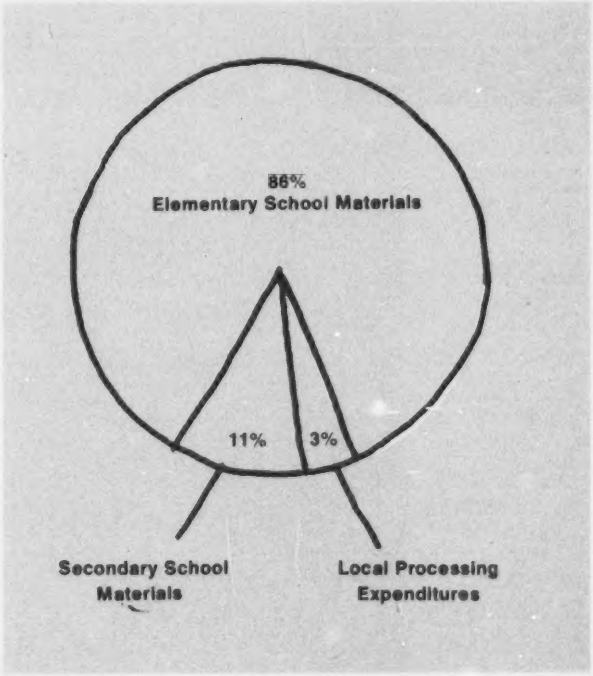
The purpose of Title II in the Elementary and Secondary Education Act is to strengthen and improve educational opportunities afforded to children and teachers through the provision of funds for library resources and other instructional materials.

In the last five years of Title II, over 3,000 projects have been approved and more than $19 million made available.

Fiscal Year	Projects Approved	Funds Available
1969	656	$2,661,889
1970	650	2,234,209
1971	655	4,205,569
1972	650	4,737,404
1973	660	5,282,833

Expenditure Patterns

Eighty-six percent of the money available for the 660 approved projects was used to purchase library resources and other instructional materials for elementary school use, and eleven percent for secondary school use. The remaining three percent went for local processing expenditures.



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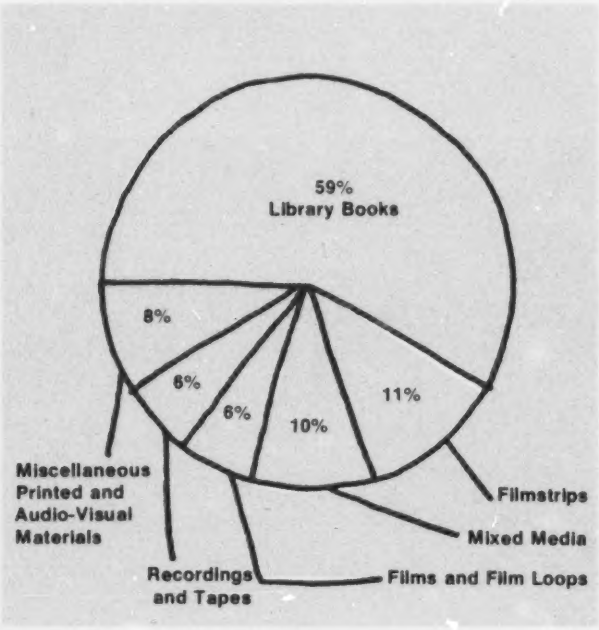
Purchasing Patterns

During fiscal 1973, as in past years, more Title II dollars were spent for library books than for anything else. This and other 1973 purchasing patterns are shown below.



Program Impact

The overall impact of Title II in Ohio through the years has been much greater than a mere increase of materials available. The major impact has been an increased awareness of the importance of library services and the place of instructional materials in improving educational opportunities for children.

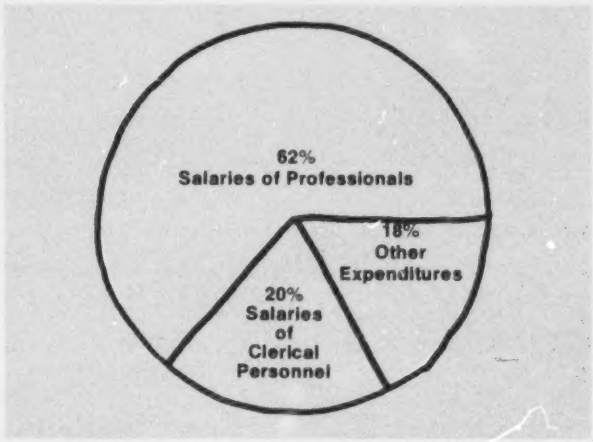
For the third year, Title II special purpose grant awards were directed toward support of Ohio's Right to Read effort. In fiscal 1973, grants—which ranged from $10,000 to $61,000—enabled twelve districts to purchase additional instructional materials for the teaching of reading at the junior and senior high level. During the three years, reading-support grants to eighteen school districts have totaled nearly $1.5 million.

Programs for Strengthening the Ohio Department of Education

The purpose of Title V in the Elementary and Secondary Education Act is to stimulate and assist states in strengthening the leadership resources of their state educational agencies and to assist these agencies in the establishment and improvement of programs. Title V funds are used by the Ohio Department of Education to expand, develop, and strengthen the leadership and consultative services provided to local school districts; and to develop and expand supportive services within the department.

Expenditure Patterns

Eighty-two percent of the $1,215,052 available in fiscal 1973 was used for salaries of professional and clerical personnel. Remaining funds were used for travel allowances of Title V professionals; for inservice training for all department professionals; and for rent, equipment, and supplies.



Leadership and Consultative Services

To improve the Department of Education's capability of providing leadership and consultative services to local districts, thirty professional and sixteen clerical staff members were employed. Areas of responsibility for the professionals were:

Elementary education	3
Secondary education	3
Adult education	1
Urban education	1
English language arts	1
Reading	1
Foreign languages	1
Social studies	1
Physical education	1
Art education	1
Music education	1
Hearing handicapped	4
Mentally retarded	1
Pupil psychological services	2
Financial and business management	1
Teacher certification	3
School district organization	1
Pupil transportation	3

Supportive Services

To increase internal supportive services of the department, thirteen professional and fourteen clerical staff members were employed. Areas of responsibility for the professionals were:

Business management	1
Collecting and interpreting data	9
Graphic arts	2
Information services	1

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Five-Year Summary of Expenditures for Strengthening the Ohio Department of Education

Expenditures	For Leadership and Consultative Services to Local Educational Agencies		For Supportive Services Within the Department		For Local Educational Agency Projects*		
Fiscal Year	Amount	Percent	Amount	Percent	Amount	Percent	Total
1969	$737,785	66%	$261,033	24%	$111,046	10%	$1,109,864
1970	654,333	61	309,438	29	109,845	10	1,073,616
1971	777,532	70	320,915	30	—	—	1,098,447
1972	740,362	60	480,039	40	—	—	1,220,401
1973	746,043	61	469,009	39	—	—	1,215,052

*During fiscal years 1969 and 1970 ten percent of the state's Title V allocation was earmarked for local school district projects.

Major Benefits

Major ways Title V benefited the Ohio Department of Education during fiscal 1973 included:

- Assistance to the Division of School Finance to improve and expand services provided by the Pupil Transportation Section and the Foundation Program Section.
- Support to the Division of Computer Services so that the data processing needs of the department can be handled internally.
- Assistance to the Division of Teacher Education and Certification in handling responsibilities related to issuance of certificates to teachers and leadership in the development and refinement of teacher education.
- Improvement of leadership services provided by the Division of Urban Education through consultant services, professional development services, a quarterly newsletter, and various published reports.
- Assistance to the Educational Media Center to handle production services in the areas of graphic arts and photography.
- Improvement of services provided by the Division of Special Education in the areas of school psychological services and educational programs for children who are academically gifted, educable mentally retarded, or physically handicapped.
- Support to the Division of Elementary and Secondary Education's capability to evaluate the state's public and non-public schools and to provide consultative services in the areas of curriculum development and improvement of instructional practices.
- Support of a two-day inservice meeting for all members of the department's professional staff.

Adult Basic Education Programs

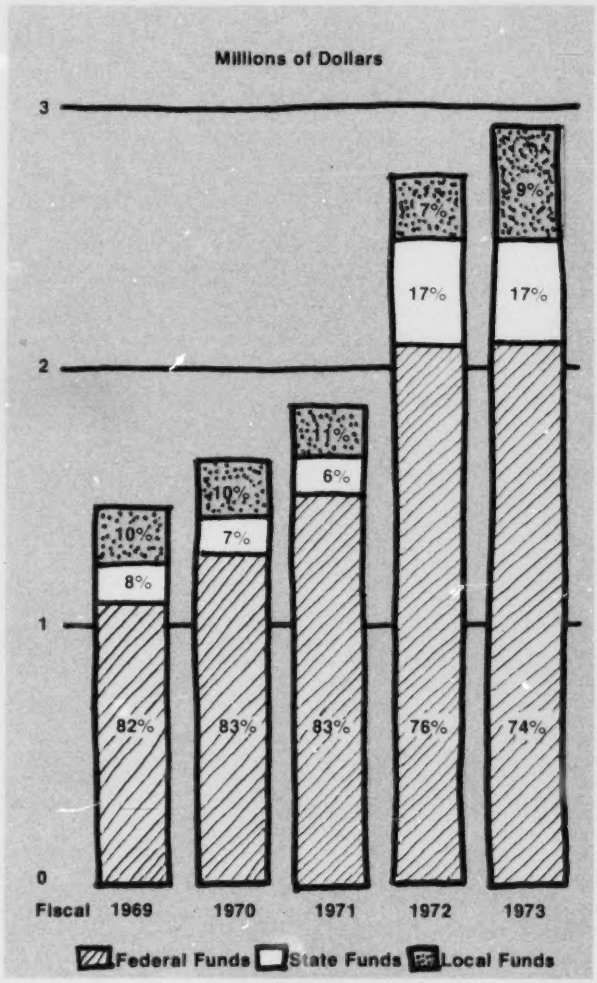
ABE programs, as Adult Basic Education programs are frequently called, are designed for persons sixteen years of age or older who have less than an eighth-grade education or its functional equivalency. These programs are funded under the Adult Education Act, P.L. 91-230. Highlights for fiscal 1973 included:

- The number of programs operating in Ohio increased to 111, ten more than in fiscal 1972.
- Sixty-six districts operated full-time learning centers or mini-labs in one or more locations, an increase of twenty-one.
- Forty-four districts served adults learning English as a second language, an increase of nine.
- Innovative efforts included a home-instruction program in a multi-county Appalachia area, individualized programs for inmates in correctional facilities, instruction for youths sixteen and older in drug rehabilitation centers, and in-camp classes for migrant farm workers.
- Nineteen state-level or regional inservice education meetings or workshops were held, with a total attendance of over 1,200.
- A recruitment and public relations packet—including a brochure, poster, and easel—was developed and distributed.
- Two publications—*The Director's Role* and *Strategies and Responsibilities in Adult Basic Education Programs*—were developed in conjunction with state-level inservice education efforts.

Five-Year Summary of Funds Available

Funds for ABE programs come from three sources: federal, state, and local. Federal funds listed for 1969 through 1972 are grant awards. Federal funds reported for 1973 include $125,732 in 1972 carryover funds and $1,957,064 in 1973 funds. All state funds listed are grant awards and local funds are reported expenditures.

Federal guidelines require that at least ten percent of all expenditures come from either state or local sources. In 1973, Ohio exceeded this requirement by sixteen percent.



Funds Available for ABE Programs

Fiscal Year	Federal Funds	State Funds	Local Funds	Total
1969	$1,208,203	$111,084	$149,677	$1,468,964
1970	1,351,381	108,331	160,085	1,619,797
1971	1,526,703	115,000	194,683	1,836,386
1972	2,094,595	465,000	204,824	2,764,419
1973	2,082,796	465,000	267,368	2,815,164

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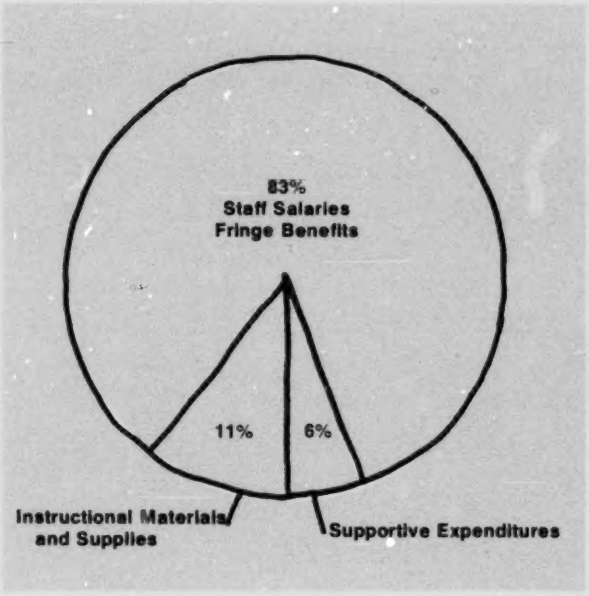
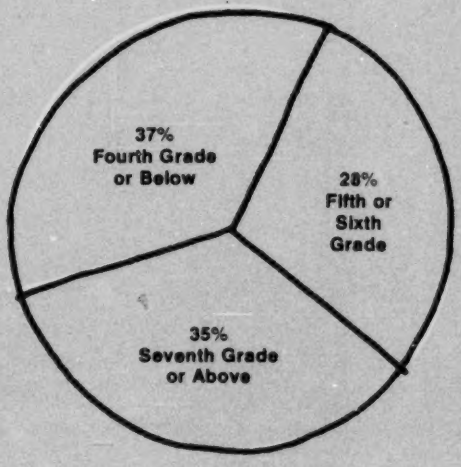
Expenditures by Major Categories

During fiscal 1973, eighty-three percent of the money available for ABE programming was used for salaries of program employees and related benefits. Eleven percent was used for instructional materials geared to adult interests and for consumable supplies. The remaining six percent was used for such things as rental of space, staff travel expenses, and equipment.



Reading Level of Entering ABE Students

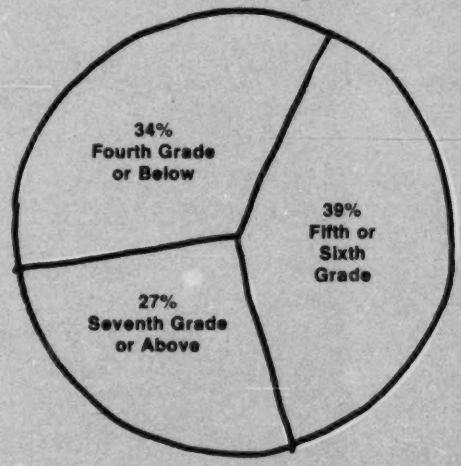


Programs and Participants

The number of programs funded during fiscal 1973 was at an all-time high, with ten new programs in operation.

Fiscal Year	Programs	Enrollees
1969	72	12,739
1970	84	16,613
1971	95	20,939
1972	101	23.418
1973	111	23,392

Math Skills Level of Entering ABE Students



Recruitment efforts are targeted toward reaching adults having basic academic skills at the fourth grade level or below. As shown at the right, over one-third of the students entering Ohio's ABE programs in fiscal 1973 were in this achievement range in either the reading or math areas (or both).

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A significant shift in enrollment patterns took place in fiscal 1973. The number of students in the 16-24 age range, the priority age group because of the employable years ahead of them, increased from 33 to 40 percent. Furthermore, the percentage has nearly doubled over a five year period. These increases are particularly significant because persons in this age range have been extremely difficult to recruit.

Fiscal Year	Enrollees	Sex		Age Ranges					
		Male	Female	16-24*	25-34	35-44	45-54	55-64	65+
1969	12,739	47%	53%	21%	27%	27%	13%	7%	5%
1970	16,613	47	53	24	27	26	14	6	3
1971	20,939	43	57	28	27	24	13	6	2
1972	23,418	40	60	33	31	19	10	4	3
1973	23,392	39	61	40	27	16	9	5	3

*The age of eligibility was lowered from 18 to 16 in fiscal 1970. Therefore, this age range for 1969 was 18-24.

As might be expected, programs vary considerably in size. In 1973, over half of all students were enrolled in Ohio's three largest cities. Nine other programs had between 300 and 1,000 enrollees. Smaller programs served students in other areas of the state.

More Than 1,000 Students	
Cincinnati Cleveland Columbus	53%
300 to 1,000 Students	
Akron Canton Dayton Muskingum JVSD Princeton Scioto Valley Toledo Warren Youngstown	21%
100 to 300 Students	
Sixteen Districts	11%
Less Than 100 Students	
Eighty-Three Districts	15%

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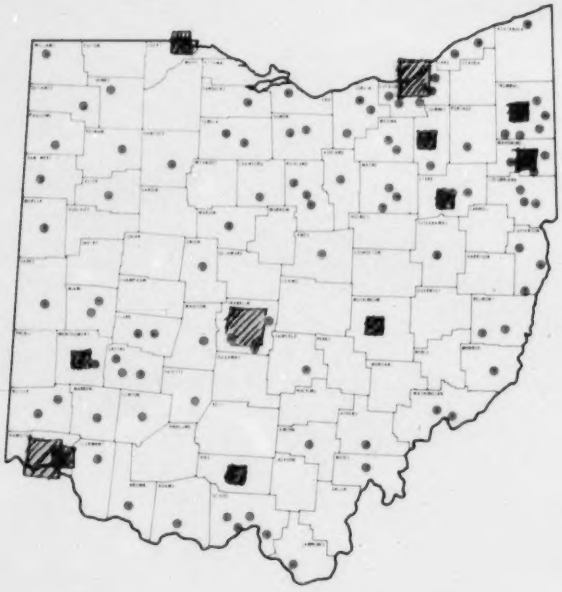

Location of ABE Programs in Fiscal 1973

Inter-Agency Cooperation

Through the years, cooperation with business, industry, and other government agencies has become increasingly important. In fiscal 1973, WIN (Work Incentive Program) committed over $10,000 to ABE programming in Ohio. Three agencies—OIC (Opportunities Industralization Center), BES (Bureau of Employment Services), and NYC (Neighborhood Youth Corps)—each referred over 1,000 students to ABE programs throughout the state. In other instances, businesses, churches, and various community agencies augmented local ABE programming by making student referrals, providing facilities, or furnishing other supportive services.

Participant Progress and Accomplishments

Specific indications of student progress or personal accomplishment reported for fiscal 1973 include the following:

930 passed the GED test or received a high school diploma.

799 received a driver's license.

765 obtained a job as a result of experience gained in ABE.

732 enrolled in a high school diploma program.

597 changed to or were upgraded to a better job as a result of ABE.

593 enrolled in a more advanced education or training program.

569 received an eighth-grade diploma.

536 registered to vote for the first time.

135 received U.S. citizenship.

Beyond the above accomplishments, 706 ABE students were able to discontinue their dependence on public welfare—a potential savings to the state of nearly $2,000,000 annually.

Public Laws 81-874 and 81-815

Since fiscal year 1968, the Division of Federal Assistance has had responsibility for three on-going federal programs. Two of the programs, first authorized in 1950 under Public Laws 81-874 and 81-815, provide aid to districts on which activities of the U. S. Government have placed a financial burden. The third program provides financial assistance to school districts affected by major natural disasters.

With each of the programs, the state educational agency acts as liaison. The U. S. Office of Education processes applications, determines priorities and payments, and pays funds directly to local school districts.

Funds for Maintenance and Operation of Schools

Public Law 81-874 provides funds to school districts affected by (1) a loss of revenue from taxable real property acquired by the federal government, (2) provision of public education to children who live on federal property or whose parents are employed on federal property, or (3) a sudden, substantial increase in school attendance as a result of federal activities.

School districts determining that they are eligible for assistance—in most instances those having three percent or more of their students affected by federal activities—apply for funds and receive partial payment early in the school year. No matching funds are required and final payments are made after end-of-year reports are submitted. Funds received may be used for any purpose authorized by Ohio law.

In fiscal 1973, eighty-four school districts in nine counties—Clark, Cuyahoga, Franklin, Greene, Hamilton, Licking, Lorain, Montgomery, and Ross—got eighty-eight percent of Ohio's Public Law 81-874 receipts. The remainder was shared by fifty-nine districts in twenty-five counties.

Five-Year Summary for Public Law 81-874

Fiscal Year	Districts	Receipts
1969	142	$ 8,442,429
1970	145	11,940,510
1971	157	11,011,185
1972	153	12,248,582
1973	143	8,456,369

Funds for Construction of School Facilities

Public Law 81-815 authorizes financial assistance for construction of urgently needed minimun school facilities in districts having substantial increases in school membership as a result of new or increased federal activities.

Facilities to be constructed may include regular and special classrooms and other instructional areas. The funds may also be used to purchase initial equipment and machinery for approved facilities.

During the past five fiscal years, minimal funds have been made available for construction of school facilities. In fiscal 1973, no Ohio districts were eligible for assistance.

Five-Year Summary for Public Law 81-815

Fiscal Year	Districts	Receipts
1969	4	$219,826
1970	5	371,083
1971	4	220,885
1972	1	3,986
1973	—	—

Funds for Schools Affected by Major Disasters

In 1966 Public Laws 81-874 and 81-815 were amended to provide financial assistance under certain conditions for the repair or replacement of damaged facilities and for operation of public elementary and secondary schools in areas affected by major natural disasters. Payment is made to the district after repairs are made or replacements purchased.

During the past five years, a number of districts have been affected by major storms or floods. These districts applied for assistance and have received over $250,000 to help offset losses.

Five-Year Summary for Major Disaster Area Assistance Funds

Fiscal Year	Districts	Receipts
1969	4	$60,315
1970	15	70,147
1971	17	72,871
1972	5	18,593
1973	4	34,805

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Grants to Improve Instruction in Designated Curriculum Areas

The purpose of Title III, Section A, of the National Defense Education Act is to make funds available to eligible educational agencies on a 50-50 matching basis to help provide materials and equipment to improve instruction in the following curriculum areas:

Arts and Humanities	Mathematics
English and Reading	Modern Foreign Languages
Industrial Arts	Natural Sciences
Social Sciences	

Since January of 1972, the Division of Federal Assistance has had responsibility for administering NDEA Title III. In fiscal 1973, funds for local improvement of instruction were authorized by Congress under a continuing resolution but not released until January, 1974.

Fiscal Year	Projects Approved	Funds Available
1971	643	$2,560,178
1972	659	2,558,443
1973	—*	2,544,565

*Allocations made to 663 eligible educational agencies in January, 1974.

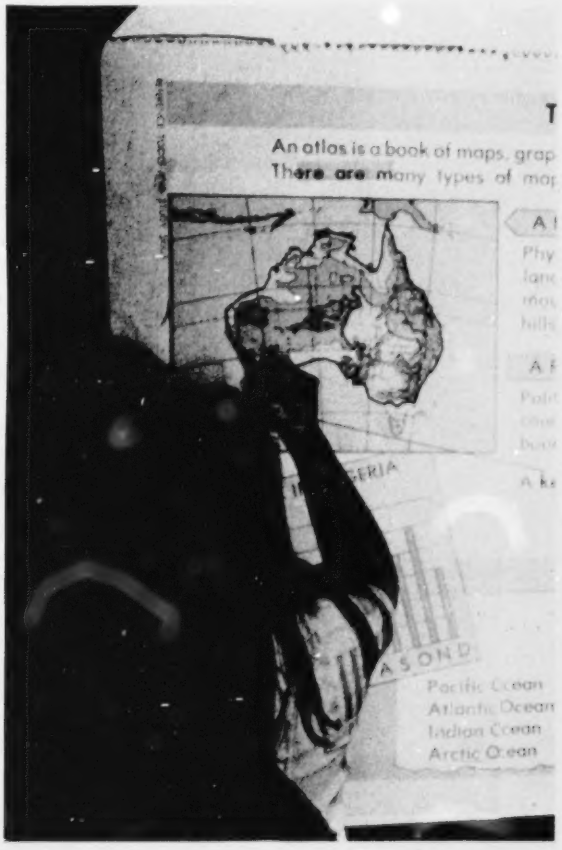
Program Impact

The overall impact of NDEA Title III through the years has been greater than an increase of equipment and materials. A major impact has been an increased awareness of the importance of planning before purchase so that educational opportunities would be more beneficial to both teachers and students.

Due to the fact that funds were not released in fiscal 1973, activities during the year were limited to state-level concerns and included:

- Handling reimbursement claims related to grants awarded during previous fiscal years.
- Evaluating schools for audit purposes.

As the pictures suggest, materials and equipment purchased in previous years were kept in use in fiscal 1973 to make instruction more interesting and meaningful for students.



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Division of Federal Assistance
Fiscal 1973 Financial Summary

ESEA Title I	
Basic projects to meet needs of selected educationally disadvantaged children	$41 927,959
Special projects to meet educational needs of children of migratory agricultural workers	1,392,296
Special projects to meet educational needs of orphaned, neglected, and delinquent children in state-operated institutions	872,504
Special projects to meet educational needs of mentally retarded, emotionally disturbed, deaf, and visually handicapped children in state-operated institutions	654,545
Total	**44,847,304**
ESEA Title II	
Grants for library resources and other instructional materials	5,282,833
Total	**5,282,833**
ESEA Title V	
Leadership and consultative services to local educational agencies	746,043
Supportive services within the department	469,009
Total	**1,215,052**
Adult Basic Education	
Locally administered instructional programs, from federal funds	2,082,796
Locally administered instructional programs, from state funds	465,000
Locally administered instructional programs, from local funds	267,368
Total	**2,815,164**
Public Laws 81-874 and 81-815	
Maintenance and operation of schools in federally affected districts	8,456,369
Schools affected by major national disasters	34,805
Total	**8,491,174**
NDEA Title III	
Grants for materials and equipment to improve instruction in selected curriculum areas	2,544,565
Total	**2,544,565**
Grand Total	**$65,196,092**

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PUBLICATION

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PHOTOGRAPHY

Public school systems of Akron, Chillicothe, Cincinnati, Cleveland, Columbus, Coshocton, Dayton, East Liverpool, Lakota, London, Mansfield, Mentor, Old Fort, Princeton, Scioto Valley, Springfield and Clark County Joint Vocational, Steubenville, Warren City, Youngstown; Ohio Department of Education; Ohio Department of Mental Health and Mental Retardation; Ohio School for the Blind; Ohio School for the Deaf; Ohio Soldiers and Sailors Orphans Home; Ohio Youth Commission.

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